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A LITTLE CHILD SHALL LEAD THEM

Vol. V

MAY, 1911

No. 9

# CHILD-WELFARE MAGAZINE

ORGAN OF THE

## National Congress of Mothers

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# CHILD-WELFARE MAGAZINE

ORGAN OF THE  
NATIONAL CONGRESS OF MOTHERS

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## The President's Desk

In the *Outlook* for April 8 Col. Theodore RACE DECADENCE Roosevelt has an article on Race Decadence which deserves a thoughtful reading. Referring to small families and sterility, he says: "I believe that the fault is as much that of the average man as that of the average woman, and with even less justification; and I am sure that when men and women are able to separate the things that are essential from the things that are non-essential in life, they will go back to the understanding that there is no form of happiness on earth, no form of success of any kind, that in any way approaches the happiness of the husband and wife who are married lovers and the father and mother of plenty of healthy children."

The subject is one of deep moment, not to be ridiculed or treated lightly. There are men and women to-day who believe that they perform a greater service to society by limiting their families to one or two children, in order that they may give them luxuries and leisure impossible were there more. This comes from a false standard of real values. The deprivations of the only child would fill volumes. Work is the richest blessing life can give, and the lessons which come by the give and take of family life are beyond price. The most doubtful gift to any child is to prevent him from striving and working by depriving him of the need to exert his own powers. Use is necessary for the development of every organ of the body. It is just as necessary for the growth of the mind and soul. The human parasite who places pleasure and luxury as the great desiderata of life has missed the real purpose and joy of life. The man of education and wealth has no occasion to look down on the toiling masses. Among them one finds generosity and thought for others and real self-sacrifice to a large degree. The children of these poor in worldly wealth are in reality

receiving lessons which are developing them as is impossible where parents relieve the children of every burden.

Not only the children, but the father and mother develop in the rearing of children, and experience shows that the quality is superior rather than inferior where the family is reasonably large. In the South, where large families still flourish, one family of eight sons has furnished the State with a Governor and at the same time two Representatives in Congress, and all are giving honorable service in their State.

The parents of an Abraham Lincoln or a George Washington have rendered a service to the world, though they themselves may have received no recognition in their own lives. The world's heroes are found in the homes of the lowly as often as in the homes of the rich. There children are welcome. God who judges not by the standards of men, knowing the hearts of men, may see in the sturdy, toiling multitudes the fathers and mothers of the race that is to be. In reality the decadent race is that which places ease and idleness and the pursuit of pleasure as the aim of life.

**THE FROEBEL PILGRIMAGE** offers great attractions to those who wish to visit the home of Froebel and meet in many cities those who are leaders in kindergarten.

Miss Lucy Wheelock, 134 Newbury street, Boston, has been the leading spirit in the arrangements for this Pilgrimage. There will be a Congress of two days in London, arranged by the London County Council. In Paris visits to Union Familiale and the Jardin des Enfants.

Switzerland, Munich, Nürnberg are to be visited, and at Eisenach the annual meeting of the International Kindergarten Union will be held.

The home of Froebel and the house where the first kindergarten was held will be visited.

Berlin and the work of the Froebel Pestalozzi Home, Frankfort, Bonn, are among the interesting cities included in the Pilgrimage.

The cost of the trip will be \$420 for 60 days, \$480 for 69 days, \$550 for 80 days.

**THE CLOSING OF THE ROCHESTER SOCIAL CENTERS** has received wide recognition for the establishment of social centers in the public schools. These were supported by the city, but owing to reduced appropriations the school board has closed them. The wider use of the schools by the parents has been the work of the Mothers' Congress for fifteen years. The permanence of work of this kind depends on earnest, active, interested leaders.

For the time their children are in the schools certain parents give time and effort to the parents' association and the social center. When their children leave, their interest turns in other directions, and unless new leaders are found the work languishes. The nurturing of their work by a

permanent body like the Congress brings better results. The work done in California schools far exceeds that in Rochester, and has continued with ever-increasing success for more than eleven years. The estimation in which it is held by the educators is evidenced by the following letter from the State Board of Education to the California Congress of Mothers:

To the California Congress of Mothers, Mrs. A. L. Hamilton, President, Pasadena, Cal.

GREETING:—The State Board of Education hereby expresses its commendation of your work as exemplified through the Parent-Teachers' Association, Child-Study Circles, and other organizations constituting the State Congress of Mothers, and which are now actively engaged in their good work in so many of the cities of the State.

The voluntary action of parents and teachers in organizing for the purpose of bringing school and home into closer relation cannot but be helpful to both, and the results of such harmonious coöperation will certainly result in good for the children of the schools and homes thus brought together.

We recommend your work to schools which have not yet organized in this way, and hope that it may be extended throughout the State.

Very respectfully yours,

THE STATE BOARD OF EDUCATION,  
Edward Hyatt, Secretary.

The Second International Congress on Child-Welfare and the Fifteenth Annual Congress of Mothers will be over when the May number reaches our readers. Full reports of it will be given in June and September magazines.

JUVENILE COURT  
AND PROBATION LAWS  
FOR DELAWARE.

The legislature of Delaware distinguished itself by passing laws providing Juvenile Courts and probation for Delaware children. These measures had been prepared and urged by the leading men

and women of the State. No funds are provided in the act for payment of a special judge. A Juvenile Court and Probation Association has been formed to coöperate with the court in the care of children. Rural child-welfare in Delaware will be greatly advanced by the acceptance of Colonel Dupont's generous gift to the State of two and a half million dollars to build good roads in Delaware.

Bills to improve the probation system in Pennsylvania, having the endorsement of all organizations interested in the subject, have been presented to the Legislature and have the approval of the Governor and Attorney-General.

## Department of Child Hygiene

Edited by HELEN C. PUTNAM, A.B., M.D.

### CLEAN SCHOOLHOUSES

The Standard of Cleanliness for Schoolhouses Should be That of the Best Kept Homes

#### VII.

Besides dirty, bad-smelling streets, byways or yards, lawless factory owners, and incompetent officials who allow these things, there is also another item from outside that complicates the difficulties of clean schoolhouses. It is becoming known under the propaganda "The school as a neighborhood center," or "social center," or "Wider use of the school plant." It has so many good reasons for its development that, unless thinking people keep certain essential rights of school children in mind, it will do much *harm that can be avoided by reasonable foresight*.

We have approximately one billion dollars invested in public school property, costing us annually over \$341,000,000 to operate. We use this expensive department of the government not more than six hours daily for 155 days, about 930 hours annually, less than a third of the time any ordinary shop is open.

Many of our large business undertakings, especially those of public utility, such as trans-oceanic or trans-continental carriers, employing eight-hour (or other) shifts of men, operate steadily twenty-four hours, 365 days in the year. Others lie idle Sundays only, or Sundays and nights. Others go on for eight, nine, ten hours, six and a half days, for fifty-two weeks in the year. The contrast between the management of our immense public investment in schools and that of private investments of even small

amounts, or that of many other public departments, is great. Idle buildings and idle rooms in buildings have contributed to the apparent reluctance with which appropriations for more buildings or for running expenses have been granted. Thriftiness in these respects has seemed lacking. It is wasteful not only of money, but it is wasteful of opportunity to meet urgent public needs. Except church property, which is likewise idle the greater part of waking hours in spite of the increasing demand for better moral education, there is almost no investment lying unused so large a proportion of the time. It is noteworthy that in these two costly enterprises so many people seem to enjoy getting little for their money. The more holidays, the better.

This economic fact, together with the need of meeting places for the population not in day school, has led to the advocacy of using school buildings for other than day pupils. Evening schools are becoming a part of the public school work and belong regularly to the problem of school sanitation. There are, however, certain irregular meetings that have not so belonged—special political, scientific, educational, philanthropic and social meetings. Each succeeding year a larger number of these are held in school buildings.

If such use does not detract in any way from the regular educational use of the buildings, it should be encouraged. But it is important to

answer now, in the beginning of this innovation, the question, "Is the use of school buildings for other than day and evening schools in any way detrimental to these schools?" If it is, the harm must be stopped. We have already to make right enough mistakes of long standing in the schools, without injuring children more by additional ones.

From my own limited experience the answer to the question is undoubtedly yes. Such use of school buildings, in some instances, is injurious in the matter of cleanliness (healthfulness), but *it is not necessary that it should be so*. In widely separated localities I have found the following examples of gross violation of children's right to have clean rooms:

A political meeting Saturday, with the building dirty and smelling of tobacco smoke Monday.

A monthly meeting during several years, with the rooms regularly saturated with tobacco smoke during the next day.

A regular monthly banquet (after literary exercises), with fragments, crumbs and the odor of food in evidence at school the next day.

Occasional lectures or entertainments, with the noise, dust and interruptions of preparation during school hours.

Floors not swept after public meetings and in a condition such as no good mother would permit in the home.

Dried expectorated tobacco juice.

Dried sputum.

It would be absurd to claim that these instances are all that have occurred, and I doubt their rarity.

Teachers understand that in these matters, as in the regular conduct of sanitary affairs, *consistent and effective* complaining on their part makes them disliked and so endangers their positions. Therefore they suffer the consequences with the children that were outlined by facts from our vital statistics in the November MAGAZINE. These instances of conditions resulting from public use of school buildings are a fair warning that we are morally constrained to provide a very much more intelligent and efficient care of them than we have hitherto provided, and that we may expect, if we do not do so, the greater use of the school plant is to thwart our efforts in prevention of tuberculosis, nervous disorders, and other forms of ill-health that have been invited by public schools in the past, with the single exception of open-air schools.

We are liable to infringe on children's rights in the schools as we have in so many other fields. We have built cities where they must live without wholesome places for play—the child's normal method of character and health-building. We have churches with the children's department, an after-thought usually in the hands of unstandardized volunteers, and very likely in a dim and unattractive basement. Our theatres, literature, press and streets abound in evil lessons for children. The majority of homes provide food, hours, rooms and amusements arranged for adult tastes, neglecting the things good for childhood. In view of these tendencies any slightest further overstepping of the rights of children in the single institution primarily dedi-

cated to them is a serious matter. Mothers' Clubs should be trustworthy guardians to detect and prevent it.

In our November chapter this year we mentioned the National Education Association's special study of training caretakers of public schools in sanitary principles and methods. One session of the Department of Science Instruction at San Francisco has been courteously given to its committee having this study in hand, and the following interesting program is to be given July thirteenth:

After the report of the committee we shall discuss the topic: Assuming that schools should be not less wholesome than the best-kept homes from which pupils are taken, what are the permissible limits of variation in sanitary details that may be under teachers' advisement or control (dust, temperature, humidity, odors, cleanliness, light for example)? How are such standards determined? How are such details to be conveniently measured, as heat is measured by a thermometer?

There will be reports of bacterio-

logic tests of different methods of cleaning made in the laboratory of school hygiene of the University of California, and in the department of bacteriology and hygiene of the University of Wisconsin; a report of the facts we surely know about ventilation (many so-called "facts" are merely guesses); and reports of the actual conditions scientifically "measured" in scores of schools.

The second topic is: By whom and how should janitors be trained and tested in sanitary care of school premises? An expert from the Los Angeles Housing Commission will give practical points; a hygienist from Wisconsin University will describe their short course for janitors (begun this winter), and the head of Santa Barbara's State Normal School of Household Arts will help answer the question.

If any members of Mothers' Clubs or of Parent-Teachers' Associations are able to be present they will undoubtedly find ideas that will add to the useful service of their societies when carried back to them. *Usefulness* is growing to be the popular test of the worth of organizations.

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"No final solution will ever be found of the problem presented by the adult offender until society shall have first solved the problem presented by the youthful offender.

"The State may build expensive prisons and provide them with every modern equipment; earnest, efficient and faithful officials may conduct them along the best lines of advanced penology; reformatories for adult offenders may perform their work in faultless manner; but if childhood's years go by without control, criminals will continue to abound, and prisons and reformatories will continue to stand a monument to neglected youth."—TIREY L. FORD, Director of Prisons of California.

## Boston Seeks to Stop Use of Cigarettes

At the present time the Boston *Journal* is waging war on the use of the cigarette by the young men about the city. The first thing that was touched upon in the starting of this crusade was the use of the Elevated Railway smoking cars as a means by which a quiet smoke could be enjoyed by the members of public and private schools and institutions.

As the investigation grew, the work was carried on in a still larger scale, until now the fight is being carried on by the Boston School Board and many societies and private individuals. The result in some instances has been appalling, more young men being addicted to this habit than was ever supposed.

In the future life of the successful young man of to-day, it is necessary that he be fitted in a manner best adapted for struggling against the close competition that has been created by the rush for higher positions and salaries. The world to-day makes it necessary that a man must earn a big salary in order to keep up with the times and conditions of this nation of ours. In order to earn this large salary, brains is a mere necessity.

To see whether or not the cigarette aids or lessens the chances of the young man in making a successful account of himself, let us read over some of the statements recorded in the pamphlet published by the Health Educational League, and known as "The Cigarette and the Boy."

In this pamphlet, the cigarette is described as follows:

The cigarette is very little tobacco and a small piece of paper, and it is only the tobacco that "counts," the paper being simply a holder to contain the tobacco while it is being smoked. Much has been said and written about the ill effects of cigarette paper, and opium and other drugs claimed to be mixed with the tobacco. This is mostly nonsense. Very little harm has ever come from cigarette paper; and the opium and other drugs in cigarettes exist mostly in the imaginations of those who denounce them.

Cigarettes are made because they are commercially profitable. They would not be if opium, strychnine, and other expensive drugs were put into them. So it comes down to this: the cigarette is tobacco.

First, though, let us consider for a moment what tobacco is not. It is not a food or a substitute for it. It in no way serves the body's need of water. It hinders the body's efforts to obtain sleep, proper air and exercise. It is not a safe stimulant, nor a desirable sedative. It is not even a drug fit for use in any way as a medicine. So tobacco is in no way useful to a boy.

Prof. Roberts Bartholow, M.A., M.D., LL.D., in the ninth edition of his *Materia Medica and Therapeutics*, says: "Tobacco is a severe and very depressing nauseant and emetic. It is locally an irritant to the mucous membrane, and produces burning pain in the stomach.

Its active principle, nicotine—the salts of which are crystalline, diffuses into the blood with great rapidity. It corresponds in the mode and intensity of its action to prussic acid. In a case narrated by Taylor, a fatal result ensued in three minutes after a poisonous dose. The deceased stared wildly about him, there were no convulsions, and he died quietly, heaving a great sigh.

Dr. B. W. Richardson, in *Diseases of Modern Life*, states, "the effects of smoking, often severe on those who have attained manhood, are still more injurious to the young who are still in a stage of adolescence. In these, the habit of smoking causes impairment of growth, premature manhood and physical prostration." Dr. Lambert Lack says: "The younger the cigarette smoker, the more are ill effects to be seen." Similar testimony is given by many other medical authorities.

When the boy and the cigarette get together then trouble begins; the earlier this occurs the greater the disaster, and the fact that the cigarette age is rapidly lowering makes the problem more alarming. In the decade 1835 to 1845 it is said that in this country the average age of the majority of those learning to smoke was twenty-two and a half years. This has rapidly lessened until now it is said to be less than eleven years, many even acquiring the habit at five years.

The cigarette is especially bad because it is small, looks innocent, and is within the range of the average small boy's purse. Almost all smoking is learned now with cigarettes. The bad effects are soon apparent.

They are sure to come even when the boy smokes in the regular way, but most soon get beyond this and learn the horrible habit of "inhaling."

This means taking the smoke into the lungs as we do the air we breathe. This is most dangerous and disastrous because in this way a great deal more of the deadly nicotine, a fifteenth of a grain of which has caused death, is absorbed by the system.

#### *How the Cigarette Does Its Work.*

First, it irritates the delicate lining of the mouth, throat and lungs, makes them sore, and less inclined to do their work; at the same time it partially paralyzes the nerves that control the breathing, and the boy suffers from lack of air.

Second, the cigarette weakens the nerve that controls the heart, and makes it beat badly, too fast, too slow, stop, etc.; and while working much harder than before it really accomplishes less, and the boy's blood begins to be purple instead of cherry red. This means that he is getting too little oxygen, and he feels nervous and blue.

Third, the tobacco makes the stomach more active in preparing juices to digest food. As the boy smokes "as tinkers take ale," all the time if he can, the stomach being overstimulated and overworked, and secreting digestive juices when they are not needed and cannot be used, soon grows weak, and fails to produce enough for use when really needed, and the boy, digesting badly, begins to be half-starved, pale and weak.

Fourth, the cigarette boy soon finds it difficult to sleep as much as he needs; and, fifth, he becomes disinclined to exert himself and neglects proper exercise. Naturally, at this stage, since he gets too little air, he has a weak heart, loses sleep and begins to stop growing as fast as he should.

This is enough, but there is more and worse to follow. The intellect of the boy now suffers. The cigarette fiend grows careless, dull and irresponsible; he loses interest in honest sport and studies, and he thinks more and more about his cigarettes; he is determined to have them, and often, if there is no other way to get them, will resort to stealing.

Morals are injured. The record of fifteen boys who were sentenced in one lot of crimes, show that ten of them had stolen to get cigarettes. A judge of the Supreme Court of New York stated that in one year, nine boys were discharged from his private office for stealing postage stamps to buy cigarettes.

With all these arguments to present, it can plainly be seen that the use of cigarettes destroys the important business facilities of the young man. Business men do not wish to employ them, and in Chicago there is a large association of business men pledged not to employ any cigarette smoking boys, and business men in many other parts of the country are following their example, on the ground that the average cigarette fiend is so inefficient and dishonest as to be not worth hiring.

The work of the Boston *Journal* is a good one, and with the coöperation of the school and city authorities, should make a successful fight against the habit. In this city, many young boys form the habit of smoking from older boys and from contact with pool rooms. It is wise, therefore, that steps be taken, by thoughtful parents, to see that their son is not becoming addicted to the cigarette.

## Faith

When the anchors that faith had cast  
Are dragging in the gale,  
I am holding quietly fast  
To things that cannot fail.

I know that right is right;  
That it is not good to lie;  
That love is better than spite,  
And a neighbor than a spy;

That the rulers must obey;  
That the givers shall increase;  
That Duty lights the way  
For the beautiful feet of Peace.

And that somewhere beyond the stars  
Is a love that is better than fate.  
When the night unlocks her bars  
I shall see him, and I will wait.

—WASHINGTON GLADDEN.

## Study Outline

### FROM "MORAL EDUCATION"

There is much easily attainable richness all about us of which we are not making use. Take, for example, such a book as Edward Howard Griggs' "Moral Education,"\* there is enough delightfully presented and thought-stirring matter in it for a whole year of discussion programs for a parents' club. We need to do more thinking. It is safe to say that the majority of errors of both parents and teachers arise from lack of thought, and a program which will lead us to think deeply is of greatest possible value.

Appended is a suggested program made from Chapters 7, 8 and 9 of Mr.

Griggs' book. It is arranged in symposium form, all lettered parts being intended for the chairman to read or announce while the numbered portions are to be assigned to various members. A special feature should be made of the discussion and the meeting made as thoroughly informal as possible. Many additional points for reading or discussion may be found in the book, which will be furnished by the chairman of the Education Committee (undersigned) on application, but which is also an invaluable personal possession for any parent or teacher.

CORA C. BRIGHT.

#### Program on Moral Education

(a) The aim of moral education should be to develop in each individual a strong and effective moral personality, reverently obedient to the laws of life and controlled by clear-sighted reason, seeing, loving and willing the best on the plane of life that has been reached, strong in moral initiative and able to grow independently ever toward loftier vision and nobler actions.

(b) TYPES OF CHARACTER MORAL EDUCATION SHOULD FOSTER.

*1. Character That is Positive.*

The first requisite in regard to the conception of character is that it should be essentially positive. The mere avoidance of evil is one condition of a good life, but it is only a condition, and when it is fulfilled, the question remains open as to the worth of the life in either happiness or human service. We want not that a man should refrain from harming his neighbors, but that he should love their welfare, enter sympathetically into their lives and seek to help them grow toward their highest aims; not that he should avoid falsehood, but that he should love and strive for the truth. When we have nothing really creditable to say about a man and wish to be generous, we are apt to say, "Well, at least he's a good man," and it is indeed "to damn with faint praise;" for we mean that while he has done nothing significant for himself or others, we have seen nothing in his life conspicuously wrong. To call such a man good is to misuse a noble word; he is merely not bad, which is something quite different. Indeed,

one of the meanest types of character is that of the cowardly virtuous—the people who never do wrong because they are afraid to, but who are not in love with the right and never affirm it positively. These make the gossips and scandal-mongers, people who take their vice at second-hand—the worst way to take it. There is some hope that he who does wrong may see the ugliness of his deed and re-act against it; but the one who is afraid to commit the evil deed, yet secretly loves it and satisfies his evil desire by gloating over the bad actions of others, is cultivating an inner morbidity destructive to every element of nobility in character.

In our civilization it is these negatively respectable people who are the great burden upon us, which must be lifted in every movement toward moral and political reform. The blindly reactionary people are not the gravest menace to our institutions. The anarchist and nihilist, harmful as they may be, can nevertheless help us by showing us the seriousness of the problems we must solve. It is the selfishness of indifference that is the real menace to our national life, displayed often by the very people who imagine they are the salt of the earth. The respectable people who are absorbed in serving the interest of their families but forget all about the larger public interest; who are so devoted to their private affairs that they have no time to look up the record of the men for whom they vote, consider the principles at stake, or even go to

\*Published by B. W. Huebsch, 225 Fifth Ave., New York.

the polls; who will not face the local bully in a convention or stand up for a cause that is unpopular—these are the people most to be feared. Thus, for our aims as a people, and for every end of human life, the type of character we need to develop is one that is large in its view of life, positive in obeying what it accepts as right, effective in the service of humanity.

#### DISCUSSION.

(1.) Does our home teaching too often tend toward the "negatively good?" Do amiable manners and careful dress stand to us for more than their real worth in character?

(2.) Is deportment in school rated beyond its real value? Why?

(3.) Do we really consider "service to humanity" an essential of good character? How do we show that we so consider it by our teaching in the home? In the school?

#### *2. Character that is Regulated by Reason.*

Yet while the positive force of personality is the prime requisite, it must be brought under the regulation of reason and into harmony with the laws of life. The forces of human nature may easily flow into extreme and distorted expression. There is always one way of right action, any number of wrong. The problem of living is one of proportion; we need to love the best thing most, the next in its order, and so on through all the objects of human endeavor. If we seek any object, no matter how good in itself, but of relation to the whole of life, the result is some measure of moral disaster. The function of reason is that of limiting and regulating among human desires.

#### DISCUSSION.

(1.) Do we "love the best thing most?" How about the relative valuation in the home of immaculate housekeeping and wholesome good times for the children? Of smooth lawns and the welfare of boys in marble time? Of elaborate dressing and the needs of girls at the romping age? Of undisturbed leisure for the parents and the quick sympathetic response to the call of the children for help or companionship?

(2.) In the school do we always get in the order of value the acquisition of

information and the development of character? Is the best thing for the child always the uppermost idea or is it sometimes subordinated to mere convenience? In this connection, how about the treatment of whispering, tardiness, etc.? What constitutes good order in a school?

#### *3. Character with Power to go on Growing Independently.*

The crowning element in the type of character moral education should seek to foster is the power to go on growing independently. I have emphasized the need of helping the child in the natural process of his development; after all, the greatest help we can give is to make him independent of our assistance. We can aid but a little while and over a limited area of life; the individual must be able to grow steadily from within if his life is to be increasingly worth while to himself and to others. Therefore the wisest teacher is the one who makes himself unnecessary at the earliest possible moment.

#### DISCUSSION.

(1.) Is the absolute authority of parents over their children too complete? Too long continued? What is the relative value of control and guidance? Suggest some ways in which parents may hope to assure progressive growth in the right direction for their children.

(2.) In what ways does the school help the children to develop self-reliance and independent judgment?

#### *(c) THE MEANS WE ARE TO UTILIZE FOR MORAL CULTURE.*

Mr. Griggs names three distinct types of action each of which has its own value for moral education. They are:

- a. Work compelled by external forces.
- b. Work self-compelled.
- c. Play, or spontaneous uncompeled action.

#### *1. Moral Education Through Play.*

For child or man play gives more complete self-expression than work. When we do what we like to do because we like it, we show what we mean and care for. As play is the most expressive form of action, so it gives a growth, both in power to do and power to appreciate, that does not come in equal measure from work. When we compel ourselves to an action we grow in power to compel ourselves, but in the action itself we are hampered by the friction in-

volved. When the action itself is attractive and our whole interest is absorbed in it, the growth in power is greatest; for we go forward most rapidly in mastering the difficulties of the action when our attention is not forced by the will, but held by the charm of the action itself. Similarly with appreciation; our work initiates us into the struggles of other people, our play makes it possible for us to appreciate their love and desire. When a little girl plays "dolls" or "keeping house" she is living herself into the deepest springs of human life. So play quickens observation and imparts instruction in the most effective way. The boy who watches the carpenter build a house on the corner, and then on Saturday constructs a hut in the back yard, has learned how a house is made better than we can teach him by any process of intellectual instruction. If play is then so powerful an instrument of education, it should not be left to chance and whim, but should be utilized consciously in the home and the school, and adopted to the period of the child's development.

#### DISCUSSION.

(1.) Does the home adequately provide for play? Suggest some things that could be provided in almost any home for the development of the play spirit.

(2.) What is the value of the kindergarten in this respect? In later school life what is done to encourage play?

#### *2. Guiding Principles in Selecting Toys and Games for Children.*

There should be simplicity in character and rigid limitation in the number of toys given a child. Many complicated toys suppress instead of wakening a child's activity.

The toys and games should furnish a means of activity and stimulate it, the better if the activity is creative.

Those are not all the best deeds of our lives upon which we bestow a large amount of reason and thought, but rather the little acts of kindness that arise from the spontaneous promptings of a heart in sympathy with human need, and those when at once recognized and obeyed oftentimes yield a bliss that angels might desire.

In all child's play there should be room for the imagination and a stimulus to its activity.

A child should be able both to play alone and in association with others.

Companionship on the part of the parent and others guiding the child is of the greatest value, but care must be taken not to over-regulate his play lest its spontaneity be lost. The child must keep his initiative and the adult should be comrade, not master.

By selecting and guiding the child's play in harmony with these principles we can utilize it as a powerful force for moral education. Perhaps the most important moral result, however, is the learning of the art of joy. With all our failure in the art of work we understand that form of action so much better than we do the art of joy. The very name we give our play shows our failure: for we speak of "distraction" and "diversion" as if we wanted to be diverted, pulled off, from the serious business of life, failing to see that true play is recreation, the recreating of our powers, bodily and mental, through their spontaneous and joyful expression.

Thus we should give opportunities for joyous play to our children if we are to educate them for the art of joy in human life: and "our children" should mean all children. As it is the duty of every parent and teacher to utilize the play of his children so that it may contribute to their whole culture, so it is the duty of society (that is, of every man and woman) to give every child opportunity for such culture and to guide his use of it. Only as this is done for all children can we hope to make play contribute the great aid it may furnish for moral education.

#### GENERAL DISCUSSION.

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"The Care of the Milk and Its Use in the Home" is a valuable pamphlet just published by the United States Department of Agriculture. Send for Farmer's Bulletin 413. It will give information of importance to every mother and housekeeper, and will be sent free.

## Child Study: A Definite Course in Reading

By WILLIAM A. MCKEEVER, Professor of Philosophy, Kansas State Agricultural College

In a former brief article I urged that the members of the Congress pursue a definite course of home study and reading. My belief in this particular mode of procedure is still very pronounced, so the recommendation is here repeated. The list of books thus far selected include the following:

1. "The Psychology of Child Development," by Irving King.
2. "The Care of the Child," by Mrs. Burton Chance.
3. "Youth," by G. Stanley Hall. D. Appleton Company, New York City. \$1.50.
4. "The Efficient Life," by Dr A. H. Gulick.

Now a fifth volume is added to the list; namely, "Civics and Health," by William H. Allen. Ginn & Co., New York City. 432 pp. \$1.25.

This splendid volume is being read widely throughout the country, and it contains a large body of most helpful and practical information concerning the various menaces to the health and care-taking of the children after they have entered school. It will help the mother to solve many perplexing problems, by giving detailed directions for preventing the impairment of the physical and mental health of their children while in school.

Along with this selected list, which it is hoped every member will secure and read first, a number of helpful collateral readings will now be mentioned.

### REFERENCE BOOKS.

1. "Life's Day," by William S. Bainbridge, M.D. Frederick A. Stokes Company, New York. 207 pp. \$1.35. An instructive discussion of the common affairs of every-day life, especially those regarding health and sanitation.

2. "Making the Best of Our Children," by Mary Wood-Allen, M.D. Two volumes. A. C. McClurg, Chicago. 255 and 285 pp. \$1.00 each. A series of discussions of detailed methods of child training, narrative in style and full of illustrative matter. The author reveals the patience and the kindness of the true mother.

3. "Making the Most of Ourselves," by Calvin Dill Wilson. Two volumes, 500 pp. each. A. C. McClurg & Co., Chicago. \$1.00 per volume. A series of brief, stimulating addresses on many of life's higher ideals.

4. "Power Through Repose," by Anna Payson Call. 200 pp. Little, Brown & Co., Boston. \$1.00. This little volume preaches the gospel of repose and relaxation in a most fascinating style. It should be read daily by the nervous and care-worn who cannot "let go," and who would seek relief through the media of the quieting thought.

5. "The Freedom of Life," by Anna Payson Call. Little, Brown & Co., Boston. 211 pp. \$1.00. A worthy companion to the book mentioned last above. This volume explains how one may learn to exercise his higher spiritual powers, through orderly living and through self-mastery.

6. "Studies in Character Building," by Ella E. Kellogg. Good Health Publishing Company, Battle Creek, Mich. 368 pp. \$1.25. An interesting epitome of studies and lectures given by the author in a training school for the caretakers of orphan children. Sane and sympathetic, and especially helpful in respect to discipline.

7. "Finger Posts to Children's Rearing," by Walter T. Field. A. C. McClurg & Co., Chicago. 276 pp. \$1.00. A helpful guide to the selection of suitable readings for children of the several ages and classes.

8. "Fireside Child Study," by Patterson Du Bois. Dodd, Mead & Co., New York. 159 pp. \$1.00. A book containing many fragments of biography of historical personages, all with a view to bringing the reader into a sympathetic and intimate acquaintance with the child.

April 25 to May 2—Second International Congress, on "The Welfare of the Child," under auspices National Congress of Mothers and Parent-Teachers' Association. Speakers, dates and place of meeting announced in local papers. Membership fees in International Congress, \$2.00; Clubs sending delegates, \$5.00.

May 16—Report of Juvenile Court Work Committees on the Congress.

The second Sunday in May will be observed as Mothers' Day. Everybody requested to wear a white carnation "in honor of Mother."

June 15—Committee Report on "Home and School" Associations. Summary of Year's Work.

## Concerning Manners

I remember reading long ago the saying of some quaint old saint that many Christians who could bear with heavenly fortitude the loss of fortune or of a dear friend would be utterly vanquished by the heedlessness of a child or the careless breaking of a plate. And when one counts one's observations by decades instead of years, one inclines more and more to the belief that it is in little unnoticed things that the real failure or success of life lies.

There are many things to undermine the home—but it is doubtful if any of the publicly condemned sins do as much damage to the real home spirit as do the small repeated sins of speech and manner which cut the joy of life at the root and wither love and fellowship in the home. The insidiousness of this destruction is its most dangerous characteristic. A drunkard or a libertine is at least frowned upon in theory; but one may by bad temper and bad manners inflict untold misery on those about one, sow on every side the seeds of hatred and contempt, and yet be a highly respected member of society and a shining light in the church. We see men and women with every quality of noble character except the imagination necessary to understand another's point of view and the power of self-control. They are capable of fine sacrifice in great matters, of genuine devotion; yet their sharp tongues and irritable ways make home, in their children's eyes, a place to be avoided except for the necessities of eating and sleeping.

One day at a summering place I

was out of doors when the owner of the neighboring villa walked by in plain view on the opposite side of a low hedge, giving a good-humored inattention to the chatter of a child at his side. Suddenly a shriek arose from another child at a little distance, followed by sobs and wails. The gentleman had the reputation of being a devoted and generous father, but his good humor was evidently of that well-known and delicate variety which perishes in the presence of the disagreeable.

"What's the matter now?" he demanded in the tone of one goaded to desperation by an unpardonable offense. "Stop that, will you? Come here!"

The small offender, unattracted by these endearments, stood stock-still and continued to cry—a cry partly of pain, partly of artifice, designed to elicit the sympathy she felt her right.

"You stop that racket or you'll be shut up in your room," threatened the father angrily. "Do you hear? What's she crying for?" he demanded of the boy who stood near.

"Nothin'," said the boy innocently.

"Well, you quit it," began the man again, when a heartbroken wail drowned his voice.

"I ain't! I ain't!" she cried passionately. "He hit me on the head with the mallet!"

He took an angry step toward her. "Do hush! Get up on that porch. And hush this minute or you'll go to your room."

"It hurts," she sobbed; "it does hurt, and you don't believe it. But it does, it does." She turned to the

porch sobbing, but afraid of his quick approach. Then, swept away by an outraged sense of justice—a thing vividly alive in every child until deadened by the repeated injustices of its elders—she snatched her hands from her eyes and faced him in a blaze of wrath. "You are not fair!" she panted; "you're not! You scold because I cry, and you don't scold him for hitting. It's not fair!"

Her sobbing had no artifice in it this time as she ran up the steps to the porch. The man stamped his foot. "Stop your impudence or you'll go to bed," he cried. Then, stung by her taunt, but without the patience to spoil his holiday by an investigation of childish spats, he turned to the boy: "Here! You get up on that porch, too. And don't go to bawling about it or *you'll* go to bed." With which display of irresponsible power he took the smallest child's hand again and ambled off, an exemplary parent, no doubt, according to his dim

and misguided lights. And on the porch two children sulked, and learned, each in its own way, that might makes right, and that it's more blessed to be sly with one's meanness than to cry when one is hurt.

And if either of them breaks his heart some twenty years from now, this poor Christian father will wonder why his example has been disregarded and his love trampled under foot. From all one could learn it really was an excellent example so far as business dealings went, and church attendance, and liberality, and the things that can't count with a child; but one learns to keep away from a father like that, to hide and to sneak—almost anything for peace and quietness. And of course one never expects him to understand. His religion may be "a good fire insurance in the other world," but it can scarcely commend itself to his own child as a sweetener of the life that now is.

#### WE'LL SEE.

When we would beg for childish joys,  
For schemes enchanting sigh,  
There always was a certain phrase  
That made our hopes beat high.  
She made no promise, gave no hint,  
Yet we were filled with glee;  
More than we dreamed would come to  
pass  
When mother said: "We'll see."

So has it held through older years  
As it was proved before;  
So may it hold of other worlds  
Beyond this mundane shore.  
She gives no promise, makes no hint,  
Yet bliss will surely be  
More than we dream may come to pass,  
For mother says: "We'll see."  
—MCLANDBURGH WILSON.

## Child Hygiene in the Rhode Island Congress of Mothers

That the infant mortality in Providence is higher than in many cities of similar size and very much higher than it should be is a well-known fact. Dr. Chapin, City Superintendent of Health, has made this plain and has done all in his power to lower the appalling rate. Leaflets have been issued by the Health Department and sent to mothers of new babies, instructing them as to the feeding, bathing, sleeping and general care of infants; the city milk inspector has done good work in keeping the city's milk supply pure; the Health Department, through the District Nursing Association, has sent a nurse into the homes to teach the mothers, and this work has been augmented by the District Nursing Association and is constantly being increased; the Baby Camps and the Rhode Island Hospital have saved the lives of many sick babies; and the pure milk stations have contributed their share to solving the problem.

"How to help in reducing this terrible infant mortality in Providence?" This was the subject to which the Providence Committee on Child Hygiene of the Rhode Island Congress of Mothers addressed itself last spring. In order to reach as many mothers of babies and young children as possible before hot weather, a number of neighborhood meetings were planned for, to be held in the public schools. The city was divided into districts and a meeting planned to be held in a conveniently located schoolhouse in each district, prefer-

ably where there was a school hall or kindergarten available, and to this meeting the mothers of all of the school children in that district were bidden, the children taking the invitations to their mothers and to anyone they knew who had a baby. These invitations were, by permission of the late Superintendent of Schools, filled out by the pupils themselves and inclosed in envelopes to better insure their delivery. It was an interesting and noteworthy fact that wherever there was a Mothers' Club or Parents' Association in connection with the school, the meeting was much more easily arranged for, was better attended and the interest was greater, showing that the Mothers' and Parents' Clubs are really reaching the parents and are doing a splendid work along the lines of education and social betterment.

The meetings were purposely planned so as to be uniform in character, each meeting being in charge of someone chosen by this committee. The general plan was as follows: An entertainment, frequently by some of the school children, as an inducement to the mothers to come, followed by an informal talk by a physician or by a District Nurse, using the Health Department Leaflet on the "Care and Feeding of Infants" as a basis. An opportunity to ask questions was given and many of the mothers took advantage of it. At nearly all of the meetings a District Nurse was present and proved a valuable help. At most of the meetings refreshments were

served, either lemonade and wafers, ice cream or coffee and cake, as the character of the audience seemed to indicate, and this feature proved most enjoyable to our guests and gave a good opportunity for informal personal talks with the mothers.

To reach the foreign mothers, four meetings were held in Yiddish, five in Italian, one in French, one in Polish and one in Portuguese, three in Yiddish and English in addition to the twenty held in English, making in all thirty-five meetings. Most of them were held during the first two weeks in June, 1909, the total attendance being 2,184 or an average of 62 to a meeting. The largest meeting was the French meeting, with an attendance of 235, and at eight other meetings there were 100 or more present.

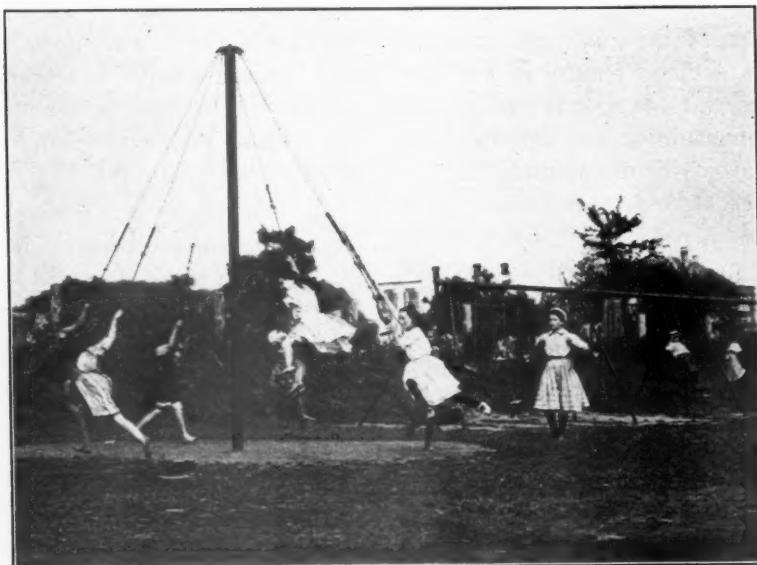
The principals and teachers of the schools, in most instances, coöperated with enthusiasm. Superintendent Small was also enthusiastic in his support, and Dr. Chapin, Superintendent of Health, gave freely of his advice and encouragement, besides furnishing all the leaflets we needed for distribution at the meetings in Yiddish, Italian and Portuguese, as well as in English. Mayor Fletcher was much interested in the work and allowed us the use of his office as a distributing centre.

As a result of these meetings, Mrs. Angell, our President, called a conference on the establishment of a School for Mothers. The purpose of the school was to aid in the prevention of disease, the idea being not to cure sick babies, but to prevent well children from becoming sick and to raise the standard of health and

hygiene in the homes. Elm Street School was chosen as a meeting place because it was in a congested district and because a vacation school was in session there, and permission from the School Committee to use the building was obtained.

By far the most exciting and in some ways the most interesting meeting was our clinic for well children. To this meeting the Mothers were asked to bring all their apparently well children of primary age or under—and they did—in groups of from six in one family down. About forty children were examined by Dr. Burnett, with two of the District Children's Nurses in attendance. Clinics for well children are quite well and favorably known abroad, but are very little known on this side of the water, and we believe this to be the first clinic of the kind ever held in Providence. The Mothers were glad of an opportunity to have their children carefully looked over, and while the average of the health was very high, a number of cases requiring attention were found and the Mothers were advised to consult their family physicians. When Dr. Chapin told us at our winter meeting that the infant mortality in Providence was less last summer in spite of the intense heat, and that he felt sure that our lectures of last June were at least in part responsible, it gave us courage to continue the fight. That it is a fight we know, a fight against heavy odds, ignorance, indifference, poverty, crime and disease, but is it not a cause well worth our best efforts?

SIBYL AVERY PERKINS.



## Kindergarten News

The Woman's Club of Miami, Florida, issued February 22, a Woman's Club Edition of the *Miami Daily Metropolis*, and in it printed two articles on the Kindergarten, which were furnished by the National Association for the Promotion of Kindergarten Education, New York City. The Association has also furnished articles and leaflets to persons who are interested in having the kindergarten in the public schools in the following places: Miles City, Mont.; Wilmington, Del.; Poparville, Miss.; Berkeley, Cal.; Huntington, Ind.; Galesburg, Ills.; Harrisburg, Pa.; Charleston, W. Va., and Audubon, N. J.

Mrs. Henry Schliemann has given her country home, with its grounds, as a school and home for blind chil-

dren, most of whom she found beginning in the streets of Athens and other parts of Greece. Mrs. Schliemann established the first blind asylum in Greece, after which she founded the first sanatorium for tuberculous patients in her country. Mrs. Schliemann is a daughter of Mrs. Catherine Lascaridon, who fought for years by lecturing and in her writings to have the Froebel system established in the public schools of Greece. She started a kindergarten in the Piraeus and a seminary for kindergartners in Athens. In this seminary, which is a palatial building in one of the best localities in Athens, young girls from Greece, or any part of the Orient where Greek is spoken, can receive training as a kindergartner.

## Truancy: A Few Causes and a Few Cures.

BERT HALL, Chief Truant Officer, City Schools, Milwaukee, Wis.

Truancy in its broadest meaning is not confined to school children. This country has a large population of adult truants—men who “leg” from their duty; women who shirk and have but the faintest conception of, and no training for, life's most sacred duties.

Children coming from homes presided over by truant adults cannot be expected to be without truant tendencies. The burden in these cases rests upon the school management and other agencies to correct such tendencies with the best methods that have been or may be devised. Truancy in children is delinquency, and delinquency is in thousands of cases incipient crime. This question of truancy, therefore, is of more vital importance to the American people than the so-called great political questions of our time.

The Juvenile Court movement, started about ten years ago, has attracted the attention and won the approval of the nation. The greatest work of these courts has not been in the correction of juvenile delinquencies so much as in pointing out the causes which produce the appalling amount of delinquency among our city school children.

From our present viewpoint the old methods of treating child offenders against the law appear barbarous and cruel. Some of our present methods seem to some workers very short-sighted and foolish.

It states where there are adequate school-attendance laws, and the enact-

ment of such laws is the first step in solving the truancy problem, it seems foolish to wait until a child has committed a felony before the authorities take steps to correct and shape aright his life. Why wait and turn the child over to a juvenile court for correction when a study of the home life of the child by the school department—a truancy department, if you will—might have corrected or prevented the whole trouble?

The ideal truancy department is one that not only compels attendance at school, but one which can enlist the coöperation of teachers and laymen in the work of preventing all kinds of juvenile delinquency. There is nothing accomplished in the best Juvenile Court in America that could not be done, and done better and at less expense, without the machinery of a court, through a well-organized truancy department. The court frequently does not reach the child until he has formed habits that are hard to correct. A truancy department should, if properly organized, reach the child before his evil tendencies have crystallized into habit.

In connection with this ideal truancy department there should be organized a friendly Visitors' Association, similar in its work and scope to the Juvenile Court Committee of the city of Chicago. Such an organization would be powerful in looking up home conditions; providing for changes of environment when necessary; assisting, when poverty is the cause; bringing to justice those who

contribute by word or act to the delinquency of children, and giving counsel to the vast army of incompetent mothers and careless fathers in the homes from which come 80 per cent. of the truancy cases in our cities.

We forget that children must play, and so forget to provide playgrounds; even the schoolmen who should have interested themselves in the matter failed to act sanely, and so we find most of our city schoolhouses erected on grounds so small that no place to play can be provided without paying a large price for the needed space. We have been prone to look upon education as something that could be entirely acquired by the study of books. The character-building influences of the playground have been overlooked.

And while I am speaking of character-building influences I will quote from a paper read a few years ago by Thomas Chew, of Massachusetts, an experienced worker with boys, before the "International Workers with Boys:"

"National history affords many illustrations of what I mean by the influence of environment. The female birds are often the color of the leaves of the trees in which they nest. Many insects are the color of the plants on which they feed. We know that Nature's endowment of these qualities was for the protection and preservation of these birds and insects. Boys take on the color of their environment for the same reason. The boy living under bad moral and physical conditions lacks the incentive to be good. The right examples are not there. What's the use? Who

cares? Why should he make himself a target for the ridicule of his companions—become a 'sissy boy?' If a clean face or a clean collar makes him conspicuous, add a little dirt and all is well. If morally clean, swear a little, smoke a little and the job is done. He is then fit for membership in the gang. He has conformed to his surroundings just as your boy or my boy would have done."

"The rooms of these tenement districts are small, the buildings are crowded together and there is no place for the children to play but the street or alley, where they at once become violators of some law or ordinance. If you add to this description a dismal, dirty railroad station, a freight yard, a few coal docks, and then people the district with the unfortunate poor, a large percentage of intemperate people, and a sprinkling of immigrants from southeastern Europe, you get some idea of hundreds of districts where character of the wrong kind is made."

All sociological workers agree that it is environment that makes boys bad. Then why punish the boy? What we should do is to strive to correct the environment.

Environments which make for the development of bad character should not have been allowed to become a fact in our cities. That they are here is our misfortune. That they remain is our disgrace.

If such conditions are to be remedied, help must come from outside. I know of no agency so capable or so well equipped as the schools. The school touches the daily life of the unfortunate children of these districts. It should reach and influence also the

parents and the homes of these districts.

Before any steps can be taken to correct some of the causes which I have mentioned the school department must be provided with adequate legal tools with which to work. For reaching the negligent parent, Wisconsin has one of the best laws enacted by any State. It provides that any person having under his control any child between the ages of seven and fourteen years shall cause such child to be enrolled in and attend regularly some public, parochial or private school during the hours and period when the school in which the child is enrolled is in session. Children between fourteen and sixteen years must also attend school in the same manner, unless the child is regularly employed at home or elsewhere. The penalty is a fine of \$5 to \$50, or imprisonment until such fine is paid.

More than 80 per cent. of truancy is the result of indifferent or negligent parenthood. There are many parents who make no effort to keep their children in school regularly. In the past they relied on a truant officer to get the child in school and keep him there.

After talking with the parents and learning something of the causes of the child's absence, a course of action fitting the case is taken. When indifference, or intemperance, or careless neglect is the cause, parents are warned that they will be arrested and brought into court if further truancies occur.

Many fathers and mothers who had not the time or the inclination to look after the attendance of their children found it a very easy matter to keep

their children in school after having been brought to court and warned that a continuation of their indifference would result in the maximum fine of \$50 being imposed.

There are many cases that are not so easily settled. The widow or deserted mother of a family who is forced to work away from home to provide for her flock is often compelled to keep one child of school age at home to care for the house and younger children.

In times of depression the head of a large family may be thrown out of employment and cannot purchase proper clothing for his children.

The father of ten or twelve children finds difficulty in providing nourishing food, sound clothing, and a decent house for his flock on an income of \$10 or \$12 per week, and is forced to keep a child of school age at home while the mother goes washing or scrubbing to piece out the family income.

In these cases the aid of a Child Protective League or a Friendly Visitors' Association would be of great value to the truancy department. Such a society could, as one remedy, provide the mother with work which she could do at home. In localities where the number of "little mothers" is large, a day nursery could be organized. In such localities I urge the establishment of day nurseries in the school building. Here the small children of a family could be brought by the little mother and cared for under the same roof with herself. The day nursery could be used as a training school for nursemaids. Girls who have reached the age of fourteen years, and who must go to work,

could take a short period of training in this room in the care of children, and thus fit themselves to perform the duties of nursemaid in a competent manner. A training of this kind would be of immediate benefit in providing wholesome employment for these girls and a permanent benefit in keeping many from taking up factory or sweat-shop work—lines of employment that totally unfit girls for domestic work and people our cities with the vast army of incompetent mothers.

In some cases there are physical defects in the child that need attention of a physician or surgeon, but the parents cannot afford to pay for such services. A medical department in the public school system would be of great benefit. Where a medical staff is not maintained help may be secured from a children's free hospital, a visiting nurses' association, or from many practicing physicians who, as in my own city, are always most kind and helpful when called upon to assist the truancy department.

If investigation shows that parents are unable to control their children and keep them in school, and if a warning is not heeded, the child is given a report card which he must bring to the truancy office once each week showing his attendance and deportment. This report system has proven very successful in this class of cases. I have had boys, who fully realized the power of the gang over them, come to me voluntarily and ask for a report card that they might have a defense against the arguments of their companions who urged them to "skip." These companions are usually boys over fourteen who have

permits to work, but are temporarily out of work, and for whom it is difficult to provide. The return to school of such boys will frequently disrupt or disturb a whole class, the boy having become entirely weaned from the school atmosphere. To care for such boys the truancy department has constituted itself a boys' labor bureau to secure employment for such boys as cannot find it for themselves.

Our law compels children between fourteen and sixteen to attend school unless regularly employed. We therefore have all children who quit school at fourteen reported to the truancy office. A list of these children is forwarded to the factory inspector who checks off the names of those who receive permits to work and returns the list to the truancy office. All children whose names are returned as not having permits are at once returned to school.

This is of great importance in the case of boys. City boys between fourteen and sixteen will develop character of the wrong kind very rapidly if left to wander aimlessly about the streets, becoming in a short time the dangerous young ruffians who fill our reformatories, work-houses and jails. Most girls who leave at fourteen do so to assist with the housework at home and so are not in so much peril as the boys.

In cases where it seems inadvisable to return boys of this class to school and where employment in the city cannot be secured, places to work on farms are secured. At first thought it would appear that such a scheme would be a failure. City boys who know nothing of country life or farm work are likely to be looked upon

with suspicion by the average farmer. My experience last year leads me to believe that thousands of truant and troublesome city boys can be improved, if not cured, of their evil tendencies by this method. Last April I inserted an article in all the weekly newspapers of the State of Wisconsin outlining my plans. The result was 402 applications from farmers for boys. Before August 1 I had placed 208 boys in farm homes that had been investigated and recommended as suitable places for the boys. Farmers not only advanced railroad fare, but were willing to pay the boys from \$8 to \$12 per month. Of the boys thus sent out, 150 did well; about 100 returned to the city in September and entered school or secured work; 50 have permanently adopted country life. Of those who returned to school very few have given the department any trouble this year.

These boys were lifted from the most pernicious influences into the wholesomeness of the country, and the majority responded to the change splendidly. This year I hope to get places for fully 500 boys.

It is a most sacred and patriotic duty which the schools owe to our wayward and truant boys. Most of the misery and degradation of the next half century will be the result of the acts of those who are now such children. Every power, every influence possible should be brought to bear to prevent from drifting into the so-called reformatories and industrial schools. Employment in a coun-

try home far removed from scenes of vice and degradation is preferable to any reform school, no matter how well conducted.

Institutional life is not normal life and so children reared and trained in institutions are not normal. It should be possible for every child in this great Christian land of ours to have the benefits of a home and home training. The reform school boy rarely develops into a model citizen, and the brothels of our great cities are filled with graduates from industrial schools for girls.

I do not believe a boy should be sent to a parental or truant school until all other agencies have failed.

I have taken some very bad delinquents from the very threshold of reformatories, sent them to wholesome farm homes, and seen their whole natures change. From their being most intractable, cigarette-smoking, profane, little liars, on the street, I have seen them develop into wholesome, earnest, hard-working boys. If not too thoroughly saturated with the vice of the slums, the boy responds to a pure environment as readily as he did to the impure.

I entered the truancy work in Milwaukee believing that a truant or a parental school of large dimensions was needed. I have come to believe in a much smaller school and am almost convinced that for nearly all cases of truancy there is a better solution than commitment to a parental or truant school.

## The Children

"Who bids for the little children—  
Body and soul and brain?  
Who bids for the little children—  
Young and without stain?  
Will no one bid," said England,  
"For their souls so pure and white,  
And fit for all good and evil  
The world on their page may write?"

"We bid," said Pest and Famine;  
"We bid for life and limb;  
Fever and pain and squalor  
Their bright young eyes shall dim.  
When the children grow too many  
We'll nurse them as our own,  
And hide them in secret places,  
Where none may hear them moan."

"I bid," said Beggary, howling;  
"I'll buy them, one and all;  
I'll teach them a thousand lessons—  
To lie, to skulk, to crawl.  
They shall sleep in my lair like maggots,  
They shall rot in the fair sunshine;  
And if they serve my purpose,  
I hope they'll answer thine."

"And I'll bid higher and higher,"  
Said Crime, with a wolfish grin,  
"For I love to lead the children  
Through the pleasant paths of sin.  
They shall swarm in the streets to pilfer,  
They shall plague the broad highway,  
Till they grow too old for pity  
And ripe for the law to slay.

Prison and hulk and gallows  
Are many in the land;  
'Twere folly not to use them,  
So proudly as they stand.  
Give me the little children;  
I'll take them as they're born,  
And I'll feed their evil passions  
With misery and scorn.

Give me the little children,  
Ye good, ye rich, ye wise;  
And let the busy world spin round  
While ye shut your idle eyes;  
And you judges shall have work,  
And you lawyers wag the tongue,  
And the jailers and policemen  
Shall be fathers to the young."

"O, shame!" said true Religion.  
"O, shame that this should be!  
I'll take the little children—  
I'll take them all to me.  
I'll raise them up with kindness  
From the mire in which they're trod;  
I'll teach them words of blessing;  
I'll lead them up to God."

"You've not the true religion,"  
Said a Sect, with flashing eyes.  
"Nor thou," said another, scowling;  
"Thou'rt heresy and lies."  
"You shall not have the children,"  
Said a third, with shout and yell;  
"You're anti-Christ and bigot—  
You'd train them up for hell."

And England, sorely puzzled  
To see such battle strong,  
Exclaimed with voice of pity:  
"O, friends, you do me wrong!  
O cease your bitter wrangling!  
For till you all agree  
I fear the little children  
Will plague both you and me."

But all refused to listen.  
Quoth they: "We bide our time."  
And the bidders seized the children—  
Beggary, Filth and Crime,  
And the prisons teemed with urchins,  
And the gallows rocked on high,  
And the thick abomination  
Spread reeking to the sky.

—Anonymous.

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The path of a good woman is indeed strewn with flowers, but they rise behind her steps, not before them.—Ruskin.

## State News

### Annual Reports of State Presidents of Mothers' Congress

#### CONNECTICUT.

The Executive Board meeting of the Connecticut Congress of Mothers was held at New Haven, March 21, at which time two new Parent-Teacher Associations joined the Congress. Mrs. Charles H. Keyes, Honorary President of the Connecticut Congress of Mothers, was made a life member of the National Congress of Mothers and Parent-Teacher Association by the Connecticut Congress.

Mrs. F. J. Naramore, of Bridgeport; Miss Cora Wakely, of Pleasantville, and Mrs. Wm. H. Macdonald, of Hartford, the State Organizer, were elected State Delegates from the Connecticut Congress of Mothers to the International Convention at Washington, D. C. Much interest has been manifested since Mrs. Schoff's visit to Hartford, February 20, when quite a number of Clubs in the State sent representatives to this meeting. In consequence, a number of Clubs in the State will send delegates to the International Convention at Washington. Three of the new Clubs in Hartford will send each one delegate.

The Eleventh Annual Convention of the Connecticut Congress of Mothers was held at Elks' Hall, Waterbury, April 20 and 21. Inspiring addresses by prominent speakers, a banquet at Hotel Elton and two luncheons were the social features.

The Hartford Club will meet the first week in May. Prof. Edward Porter St. John, A.M., Pd.M., a member of the Club, will talk upon "Adolescence, Story Interests of," using Chapters 9 and 10 of his book upon "Stories and Story Telling" as a basis.

Prof. St. John will also speak at an evening meeting in May of the Hockanum Child-Welfare Club upon "Selfhood," using charts, to which the fathers have been invited.

The Hockanum Club has thirty-one members, and has done some very practical work, showing what a help the Parent-Teacher Association is to the school. Its March meeting was addressed by the State Organizer, Mrs. Macdonald, at which they voted to come into the Congress. They appointed a committee of the fathers and men to clean up the school grounds and beautify them.

The Wilson Street School Mothers' Club is another Parent-Teacher Association organized with the assistance of the State Organizer. They have twenty members, eight of whom are teachers,

and sent a delegate to the National Convention.

At the Motherhood Club of Rocky Hill, Conn., Mrs. F. A. Grant was appointed a delegate to the International Congress, Washington, D. C.

Mrs. Appleton R. Hillyer, a member of the Juvenile Commission and President of the Civic Club of Hartford, was appointed by Governor Baldwin to represent the State of Connecticut at the International Convention at Washington, D. C. Mayor Edward L. Smith also appointed two delegates to represent the city of Hartford.

#### DISTRICT OF COLUMBIA.

The National Congress of Mothers, with its headquarters in Washington, promises to have a strong local organization to promote its work for home and school.

At the invitation of the Board of Education to organize Parents' Associations in the ninety schools of Washington, the National Congress, in consultation with the Superintendent of Schools and leading principals, planned to reach every school in the district.

The Congress was fortunate in securing the services of Mrs. Giles Scott Rafter, for many years active in all that would promote child-welfare.

Having lived in Washington many years, she knew the ground to be covered. Since February Mrs. Rafter has visited seventy-two schools, and in every case has arranged to return and organize a Parent-Teacher Association. She has spoken at meetings in forty-two schools, and had formed Associations in seven schools April 1, with engagements to organize many more before May 1.

These Parent-Teacher Associations, united under the District of Columbia Congress of Mothers and Parent-Teacher Associations, have brought many valuable members into the Congress.

#### ILLINOIS

The twelfth annual meeting of the Illinois Congress of Mothers will be held in Charleston, Ill., May 4, 5 and 6, by invitation of the Mothers' Clubs of Charleston.

An interesting program has been arranged. Entertainment will be provided for officers and delegates if those desiring to avail themselves of it will write to Mrs. Charles W. Blodgett, 6607 Stewart avenue, Chicago. A dinner will be given in Pemberton Hall Normal School by Dr. Lord, and luncheon will be served

to delegates and teachers at the high school by the Domestic Science Department of the public school.

#### IOWA

The City Union of Mothers' Clubs will meet Tuesday afternoon at the city library. An interesting program has been outlined. The physical condition of the school children of Des Moines and valuable help to mothers will be told by Miss Anna Wilson, who in her professional capacity of trained nurse in the public schools has had much opportunity to study the condition of the school children. Mrs. Bennett will give a review of the books dealing with "Child Hygiene," giving special attention to the book which is to be adopted in the public schools.

This is the day each Club President is to bring her patchwork block and the dimes she has collected in it. It is hoped that these unique mite boxes will have gathered in many dimes.

A large attendance is desired at the meeting, a special invitation being extended to the legislative ladies.

OELWEIN.—At a largely attended meeting of the Mothers' Club of this city at the high school auditorium it was decided that the Club would undertake the equipment of a room in the Harlan school building with the necessary utensils and furnishings for the establishment of a course in domestic science, provided the Board of Education would provide a teacher and maintain such a department. As Superintendent Herr and the members of the board are known to be in favor of such an addition to the curriculum, it is safe to say that the girls of the school will be studying kitchen economics next year.

#### A FATHERS' CONFERENCE

Here is something new under the sun in Des Moines:

A conference of fathers of the city is to be held Friday evening at the Y. M. C. A. building to consider the welfare of their boys.

The announcement is likely to strike the average father as a bit amusing at first, because he probably thinks that conferences and congresses on the care of boys and girls ought to be left to mothers, and because he has been in the habit of leaving the bringing up of his own children pretty largely to his wife. Yet why shouldn't there be a conference of fathers to discuss the boys?

Isn't it a whole lot better for fathers to confer together about what to do for boys before they make mistakes, get into bad habits and go wrong, than afterwards? Isn't it a whole lot better for fathers to sit together now as fathers

to consider boy welfare than to sit together later as jurors to consider boy delinquency?

Rearing boys into useful manhood after mothers have started them is a man's job, and men ought to give their time to it. There are endless problems concerned with the rearing of boys that the fathers are best qualified to deal with, and the fathers ought to deal with them. There is too much of a disposition on the part of fathers to let the mothers do it. The mothers are willing—more than willing in their love and devotion to their children—but when boys reach a certain age they need the manly guidance and counsel and love of the father most of all.

It is a fact well substantiated that most boys become delinquents and get into serious trouble when they get older because fathers or guardians have not done their full duty by them. Back of the story of youthful wrongdoing there is nearly always another story of parental neglect and indifference to the youth's real welfare. It is not enough to provide clothes and food and homes and schools for boys. They have a moral and spiritual side that needs attention as well.

Wherever large numbers of boys come together, as they do for school or work or play in Des Moines, there arise certain boy problems that are different from the ordinary boy problems that arise in the home alone. There are also certain dangers that arise from this large massing of boys that are not found in the home and near it. It is these problems that such a conference as proposed can discuss to good advantage.

#### KANSAS

The Parent-Teacher Club of Everest, Kan., has just held a good meeting at the school building in celebration of Founders' Day, at which Mrs. Schoff's message was read.

The Mothers' Circle met Tuesday in Horton, Kan., with Mrs. Lyons, in the Fourth Ward; Wednesday, with Mrs. Veitch, in the Second Ward, and Thursday, with Mrs. Kistler, in Horton Heights. The subject was "Spirit of the Mothers' Congress." Mrs. E. R. Weeks will soon talk to the fathers, mothers and teachers.

A meeting for organization was held in the Lowell School, Kansas City, Kan., on March 8. One hundred and fifty fathers, mothers and teachers heard Mrs. E. R. Weeks talk on the benefits and methods of parent-teacher work, and elected officers and appointed committees. The fathers were especially enthusiastic.

MASSACHUSETTS.  
THE PARENT-TEACHER MOVEMENT IN  
GARDNER.

One of the most enthusiastic organizations in Massachusetts is that in the largest chairtown in the world—Gardner. There are more than 200 members in the association, and much has been accomplished in the year that the League has been in existence.

The organization is known as the Parent-Teachers' League, and is divided into three divisions. Each division has a chairman, vice-chairman, secretary-treasurer, program, social, visiting and health committees. Right here I wish to state that teachers and parents have proportionate representation among officers and on every committee.

The plan of each meeting is as follows: After the usual routine business is completed, there is a short entertainment followed by an address and discussion. Then comes the social hour in which parents have an opportunity to meet the teachers and talk with them about their children. During the social hour light refreshments are served. The present social committee has solved some of the difficulties of serving refreshments, by having food which may be passed in paper napkins. This Chairman believed that one could be as social over a bunch of grapes or paper of home-made candy as a cup of tea which involved so much work and inconvenience.

The subjects discussed during the past year were as follows: Medical Inspection in Our Schools, Music and Its Influence on the Child, Contagious Diseases, Manual Training, Prevention of Tuberculosis in Home and School, The Playground Movement, Diseases of Eye, Ear, Nose and Throat.

The last meeting in charge of the Health Committee was of especial interest. The Chairman of the Health Committee is a prominent physician and a member not only of the school board, but also of the Parent-Teacher's League. He spoke on the importance of health. Questions and answers were freely asked and given. During the social hour, leaflets taken from the booklet "The Proper Feeding of the Family" (by Dr. Winifred S. Gibbs) were distributed. Parents were delighted with these and many asked for an extra one too give a neighbor or friend.

The fathers are manifesting an unusual amount of interest, and at the open meeting in May, which will be held in the evening, we expect to have some of our prominent citizens discuss the following subjects:

Legislation Pertaining to the Welfare of the Child. Literature for Children.

School Luncheons, Our Playgrounds as Safeguards, The Nervous Child, How to Keep Children off the Street at Night, Our Local Juvenile Court, The Housing Problem in Gardner.

Some of the things which our local associations have accomplished the past year are as follows:

Individual towels and liquid soap secured for school children.

Playground apparatus placed in school-yards and in public playgrounds, several of which were supervised during the summer vacation. One hundred and fifty dollars given one association with which to equip a playground.

Hot school luncheons provided in several schools at a very low cost.

Weekly articles in local papers in order to keep before the public.

Lists of books found in public library made to suit children of each grade and hung in each school room, and all lists hung in library; a good many additional books obtained.

A librarian took the book published by the Congress—"A Thousand Good Books for Children"—and checked off all of those books found in the library. The high school pupils made typewritten lists, which were given to the mothers.

Lights secured for school buildings, so that associations can meet in the evening, and thus include the fathers.

Tea and cocoa served at the beginning of meetings, which are held at the close of school, in order to rest the teachers and "break the ice."

Stamp savings system instituted in several schools with marked success.

Steps taken to secure special supervisor of music.

Money raised through entertainments, food and candy sales, lawn parties, etc.

At Thanksgiving time children brought things for the poor. Boxes were made up and gratefully received.

At Christmas baskets of fruit, preserves and dainties were sent to a tuberculosis hospital.

Children cared for by a kindergarten during the meetings, so busy mothers can attend.

Books and magazines on child-welfare secured and loaned to the mothers for one month.

Steps taken toward organized effort to reduce infant mortality; the establishment of a milk station; liberal circulation of literature on the care of the baby and the personal hygiene of the mother, these to be printed in four languages; co-operation of physicians, Board of Health, teachers and all influential persons.

Girls' clubs established.

Pianos purchased for schools that had none: many fine pictures added to school walls.

Prizes awarded for the two best essays written by high school pupils on the best way to spend the money earned by the sale of Red Cross seals.

Basket picnic or out-of-doors meeting held in mid-summer.

Money contributed to tuberculosis society, missions, day camp for children, public library to purchase books for young children. Flowers sent to the sick.

New form of report card adopted throughout city.

Manual training plant equipped and owned by the school.

Steps taken to secure cooking, sewing and manual training in several towns.

Iron fence placed around school grounds.

Public comfort station secured.

Couch and an emergency medicine cabinet purchased for one school. The larger girls provided a pillow and brought old cotton and linen, which was prepared for bandages, and scraped lint. A couch cover was also provided.

Burlap exhibition frame given to one school for the best work, as an incentive to the children.

ALICE B. MERRYMAN,  
President.

#### MISSOURI

The Mothers' Club of Maryville, Mo., has just held a public meeting in the high school building, at which 500 were present. Exhibitions of the work of the different departments of manual training were given in the different rooms, and in the general assembly talks were given on the "Aims and Purposes of the Mothers' Congress" and on "What We Wish Our Children to be." The whole program was published in full in the daily papers.

The Mothers' Club of Milan, Mo., held an open meeting in the public school building. Refreshments were served and songs followed. The talks were on "Stories for Little Folks," "Children's Companions" and "The Needs of a Curfew Law in Milan." A petition to the City Council for a curfew law was signed by those present.

The Mothers of the Sweeney School, Kansas City, Mo., organized to get better acquainted with each other and with the teachers. Coffee and sandwiches are served at the monthly meetings, each mother bringing her own cup and spoon, and the larger boys and girls taking turns about in serving. At the last meeting Mrs. E. R. Weeks talked on "Food for School Children."

A meeting for organization was held in the Lathrop School, Kansas City, Mo. The invitations were written by the chil-

dren, an extra set being made by the upper grade for the children of the lower primary rooms. They read, "Come and see what we do to make your children safe and well, and tell us how you can help us." The program consisted of the fire drill, calisthenics in the broad halls and a talk on foods for school children.

The Mothers' Circle of Stanberry, Mo., has taken up the work of improving the appearance of the town.

The work of the Mothers' Congress was presented to the Niangua Club, of Joplin, Mo., on April 10, by Mrs. Helen Donahoo. This Club consists of business men and women—lawyers, doctors, teachers, etc. A movement is on foot to organize the schools of the city for parent-teacher work.

The Mothers' Union of Kansas City is one of the oldest Parents' Associations connected with the Congress. It was organized in 1889. In 1892-93 we held several meetings in the Emerson School with mothers and teachers.

Our Union was formed in order to spread a knowledge of the kindergarten and create an interest in it among school patrons, teachers and Board of Education.

In 1900 we organized parent-teacher meetings in several schools.

#### NEW MEXICO—TUCUMCARI

We have a very enthusiastic Mothers' Club here and should like to have our territory become a part of the National Congress of Mothers.

Silver City has a Mothers' Club. Are there others in New Mexico? Please write to Mrs. R. P. Donahoo, Secretary Mothers' Club, Tucumcari, New Mexico.

#### PENNSYLVANIA

Flourishing, vigorous Circles have been formed at Somerset, Grove City, Butler, Munhall and Montoursville. Each awake, alert, working to fill community needs.

Chichester has formed a Circle destined to be a great aid in its locality. This Circle is the outgrowth of the Chester Association and the Delaware County union meeting. Thus "one candle lighteth another and diminisheth not."

Gettysburg is actively engaged concerning the health standard of its children, and together with interesting social and entertainment program they are studying minutely conditions and causes. Home Study, Recess, Physical Culture and Playgrounds claiming attention.

Media's strong association has recently come into the Congress. Their February meeting was addressed by Mrs. Edwin A. Yarnall, Pennsylvania State Organizer; subject, "The Model School House."

*Swarthmore's* Home and School Association was addressed by Mr. Leigh Mitchell Hodges, of North American staff; subject, "Optimism a Real Remedy."

The Mothers' Section of the Swarthmore Women's Club was addressed by Dr. Eleanore Jones, of Mothers-in-Council, Germantown; subject, "Eugenics."

The Juvenile Court and State Probation Commission were under consideration, as were Child Labor Laws, especially those affecting night messenger service, workers in glass factories and coal mines. The enforcement of the Anti-Cigarette Act now on the statute books was advised, as was the Safeguarding of Manufacture and Sale of Fireworks, looking toward a reconstructed Fourth of July. Moving pictures which might be at once an entertainer and so great an educative factor, are often proving the reverse, and it was agreed to investigate and request that censored films only be used.

The subject of Newsboys on the streets at night, after hours, was discussed, and a commission appointed to wait on the Director of Public Safety and request the enforcement of the prohibitive ordinance.

All these matters, so closely allied with the Congress' essential work for child-welfare, through child-study and home education, the Board advises its Associations to consider. Unification of interests will accomplish real, appreciable benefits, as will a coöperative alliance whose strength shall compel not by its might but by its right.

Mrs. Herman Birney, 4016 Chestnut Street, Philadelphia, was appointed Chairman of the Central Child Labor Committee.

Committees on Membership, Printing, Good Roads and Rural Improvement were added.

A generous gift of twenty-five dollars for organization work in Pennsylvania was received from the Frankford Mothers' Club, and gratefully acknowledged.

If the Associations and Circles will send brief summary of their work it will be placed in "State News" of the MAGAZINE. Also, will each Circle send list of officers for the ensuing year to Corresponding Secretary or Press Chairman. Such complete and accurate lists will greatly facilitate timely exchange of data through correspondence.

A list of State Chairmen is added to aid those who should require help direct from either department:

*Education*—Congress Pins, Miss Anne Heygate Hall, Thirty-third and Baring Streets, Philadelphia.

*Child Labor Central Committee*—Mrs. Herman Birney, 4016 Chestnut Street, Philadelphia.

*Child Labor*—Mrs. Charles Gilpin, 27 South Thirty-eighth Street, Philadelphia.

*Legislation*—Miss Mary Garret, 2201 Belmont Avenue, Philadelphia.

*Organization*—Mrs. Edwin A. Yarnall, Swarthmore, Pa.

*Home Economics*—Mrs. Anna B. Scott, 2217 Frankford Avenue, Philadelphia.

*Child Hygiene*—Mrs. John W. Moyer, 5007 Penn Street, Frankford, Pa.

*Juvenile Court*—Mrs. Frank B. Roberts, Wynnewood, Pa.

*Press*—Mrs. Charles Stone, Swarthmore, Pa.

If each State would include in its news notes the names of officers and committee chairmen the information would prove a little sister to economics, or conservation of time, postage and effort in gaining information from other States; also in introducing through correspondence the work to friends not near. We are still a migratory people, here to-day, yonder tomorrow. Families are transplanted, teachers go to new fields. The Congress of Mothers and its Associations have become like the law—we cannot travel beyond it, nor would we care to. The first thing a good Congresswoman does on moving is to look up the nearest Association, if there is none, she forms one, thus State Lists would lend first aid to the transplanted, and to those given to telling "Congress" tales by letter or forming Circles by mail.

THE CHILD-WELFARE MAGAZINE is now on sale at Wanamaker's and Strawbridge & Clothier's book departments.

MRS. CHARLES STONE,  
Press Chairman.  
Swarthmore, Pa.

#### WASHINGTON

Parent-Teacher Associations have been organized within the last three months in sixteen of our Tacoma schools, and the crowning event was the High School Branch. The greatest interest is being shown.

#### REPORT OF THE WASHINGTON STATE CONGRESS OF MOTHERS

The Washington State Branch of the National Congress of Mothers has been steadily growing in numbers and interest this year, there being now eight hundred members. Most of the Circles have confined their activities to the regular meetings, at which programs are given, topics discussed, or there is an address, with sometimes an evening meeting, to which fathers are invited.

The Circle at Naches City, Mrs. Cruise, President, has built a hall, which helps solve some of the problems of a rural community, as the mothers control the entertainments given there. They have held regular meetings, with interesting programs and full attendance.

The Circles of Tacoma have a central Circle, President, Mrs. Elwell Hoyt. This Circle is composed of Presidents of other circles and Chairmen of departments. It meets monthly to discuss

general plans, give help to weak Circles and assist in organizing new ones.

The Seattle Circle President, Mrs. C. E. Bogardus, has carried on a very fine evening lecture course for parents at the High School. The members of this Circle have given very able help in Juvenile Court work and legislation, playground movement and other important branches of Mothers' Congress activity.

MRS. F. R. HILL,  
423 South G St., Tacoma, Wash.

#### TENNESSEE

Mrs. Eugene Crutcher, Vice-President for Middle Tennessee of the State branch of the Mothers' Congress, organized the first Parent-Teacher Circle in Tennessee at the Glenn School. Misses Alberta O'Neill, Maggie Robinson and Annie Ross, teachers in the school, assisted Mrs. Crutcher in organizing what promises to be one of the best clubs in the State.

Mrs. Joseph Buford, Treasurer for the State organization, was present, and also Mrs. L. Crozier French, Vice-President-at-large. After the organization Mrs. French gave a short, interesting and practical talk on the welfare of the child. The membership present evinced the most enthusiastic interest in the movement that is being aided by the most representative and public-spirited women of this country.

The following were elected officers: Mrs. Eugene Crutcher, President; Mrs. Boyd Drake, Vice-President; Mrs. R. D. Murray, Secretary; Mrs. J. W. Pauline, Chairman of Committee on Libraries; Mrs. W. W. Parminter, Chairman of Committee on Entertainment. The other committees will be organized at the next meeting.

This pioneer circle, organized under such favorable circumstances, promises to do much in arousing interest in a commendable movement which means much for the development of the future citizenship of the nation.

#### TEXAS

##### SUCCESSFUL COUNTY CONFERENCES.

The communications which are being received at State headquarters indicate that the county conferences of parents and teachers, which were held over the entire State at the request of the President of the State Congress, have been the means of awakening a renewed interest in the mothers' work. Many new clubs are reported as a result. One of the most successful of these gatherings was held in Fort Worth. Mrs. E. A. Watters, county extension chairman of Tarrant County, reports that, while the

day was rainy, more than one hundred teachers and mothers were present. Among the speakers were S. M. N. Marrs, Superintendent of Terrell public schools; J. W. Cantwell, Superintendent of Fort Worth public schools; A. S. Blankenship, State University extension lecturer, and Mr. Pachal and other speakers. Luncheon was served by the Mothers' Council of that city. The social center movement under the guidance of the Mothers' Council of Fort Worth is accomplishing great things. Recently a social center gathering was held in one of the public school buildings, at which more than five hundred people were present, and the school buildings of Fort Worth are open to the parents and others during any evenings that they may desire to use them.

The Central Texas Teachers' Association will convene at Marlin, March 10 and 11. At this time there will be held a county conference of parents and teachers, and a most interesting program has been arranged for this occasion. Mrs. T. S. Clark, Falls County extension Chairman, writes that a large number have signified their intention of attending. Literature from the Texas Congress of Mothers will be distributed free.

Travis County parents and teachers' conference will be held in Austin on March 18, and Mrs. Milton Morris, county extension Chairman, with the aid of other mothers, has prepared a most interesting program. She has been materially aided by the School Improvement League, and the city Superintendent, A. N. McCallum, and Principal J. L. Taff.

It is quite probable that there has been organized within the past week, as a result of the county conferences and other methods, more than one hundred Mothers' Clubs and Parent-Teacher Associations. There never has been a time in the history of this work such strides of progress. The exposition of child life, which is to be held in Dallas during the Texas State Fair, will contain valuable records and object lessons of the work that has been accomplished since the organization of the Texas Congress of Mothers.

#### TEXAS.

The new year-book of the Texas Congress has just been issued and shows the great extent of the Congress, only two years old. The State meeting will be held in Waco, November, 1911.

The second Jefferson County Conference was held in March at Beaumont. The program dwelt much on the needs of the rural school. The San Antonio Mothers' Congress has issued leaflets on "Pure Food Notes."

## NATIONAL CONGRESS OF MOTHERS

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